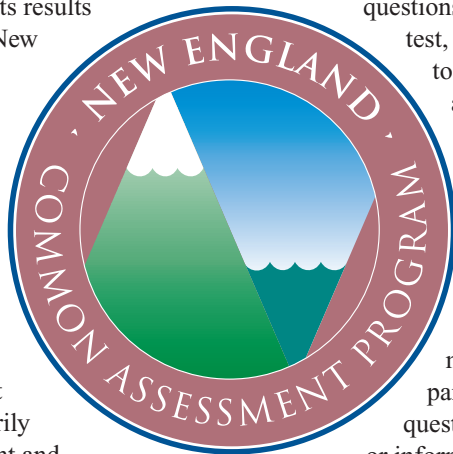


About The New England Common Assessment Program

This report highlights results from the Fall 2010 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills which students have learned through the end of the previous grade.

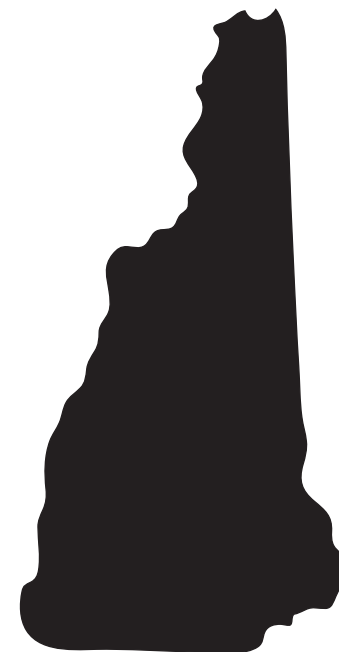
Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to



questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

State Results

State: New Hampshire



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Grade Level Summary Report

State: New Hampshire

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							15,689									100		
Students tested With an approved accommodation Current LEP Students With an approved accommodation IEP Students With an approved accommodation Students not tested in NECAP State Approved Alternate Assessment First Year LEP Withdrew After October 1 Enrolled After October 1 Special Consideration Other	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
							15,027	15,024	14,975							96	96	95
							1,712	1,775	1,599							11	12	11
							196	213	195							1	1	1
							75	85	66							38	40	34
							2,157	2,142	2,129							14	14	14
							1,357	1,351	1,308							63	63	61
							662	665	714							4	4	5
							243	232	241							37	35	34
							119	119	119							49	51	49
							14	0	14							6	0	6
							51	54	50							21	23	21
							3	3	3							1	1	1
							56	56	55							23	24	23
							419	433	473							63	65	66

NECAP RESULTS

	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N		%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	15,689	243	419	15,027	3,685	25	7,335	49	2,650	18	1,357	9	1146												
MATH	15,689	232	433	15,024	406	3	4,884	33	4,356	29	5,378	36	1136												
WRITING	15,689	241	473	14,975	125	1	6,638	44	7,138	48	1,074	7	6.2												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Reading Results

State: New Hampshire

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

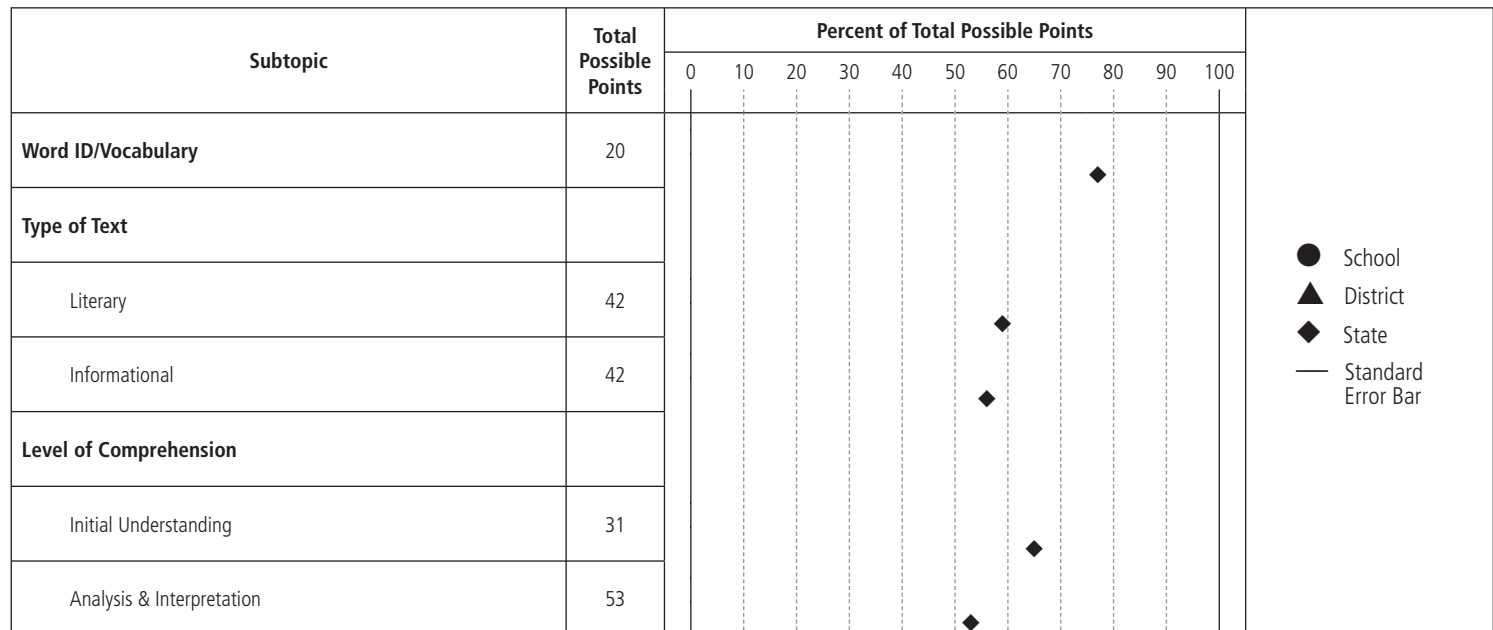
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total													
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total													
STATE 2008-09 2009-10 2010-11 Cumulative Total	16,366 15,794 15,689 47,849	165 195 243 603	510 400 419 1,329	15,691 15,199 15,027 45,917	2,887 3,372 3,685 9,944	18 22 25 22	8,486 7,790 7,335 23,611	54 51 49 51	2,821 2,611 2,650 8,082	18 17 18 18	1,497 1,426 1,357 4,280	10 9 9 9	1145 1146 1146 1146





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Reading Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15,689	243	419	15,027	3,685	25	7,335	49	2,650	18	1,357	9	1146												
Gender																									
Male	8,002	137	253	7,612	1,362	18	3,730	49	1,580	21	940	12	1144												
Female	7,687	106	166	7,415	2,323	31	3,605	49	1,070	14	417	6	1148												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	470	7	20	443	64	14	184	42	123	28	72	16	1141												
Not Hispanic or Latino																									
American Indian or Alaskan Native	50	1	3	46	8	17	23	50	8	17	7	15	1143												
Asian	367	9	10	348	121	35	142	41	55	16	30	9	1148												
Black or African American	273	7	10	256	38	15	100	39	62	24	56	22	1140												
Native Hawaiian or Pacific Islander	9	2	1	6																					
White	14,399	215	374	13,810	3,427	25	6,828	49	2,373	17	1,182	9	1146												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	121	2	1	118	26	22	57	48	27	23	8	7	1146												
LEP Status																									
Current LEP student	222	16	10	196	5	3	40	20	75	38	76	39	1133												
Former LEP student - monitoring year 1	28	0	1	27	2	7	10	37	13	48	2	7	1140												
Former LEP student - monitoring year 2	21	0	0	21	1	5	12	57	7	33	1	5	1140												
All Other Students	15,418	227	408	14,783	3,677	25	7,273	49	2,555	17	1,278	9	1146												
IEP																									
Students with an IEP	2,429	139	133	2,157	43	2	591	27	793	37	730	34	1134												
All Other Students	13,260	104	286	12,870	3,642	28	6,744	52	1,857	14	627	5	1148												
SES																									
Economically Disadvantaged Students	2,821	59	118	2,644	280	11	1,168	44	718	27	478	18	1140												
All Other Students	12,868	184	301	12,383	3,405	27	6,167	50	1,932	16	879	7	1147												
Migrant																									
Migrant Students	1	0	0	1																					
All Other Students	15,688	243	419	15,026	3,685	25	7,334	49	2,650	18	1,357	9	1146												
Title I																									
Students Receiving Title I Services	109	1	1	107	3	3	45	42	42	39	17	16	1138												
All Other Students	15,580	242	418	14,920	3,682	25	7,290	49	2,608	17	1,340	9	1146												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Mathematics Results

State: New Hampshire

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

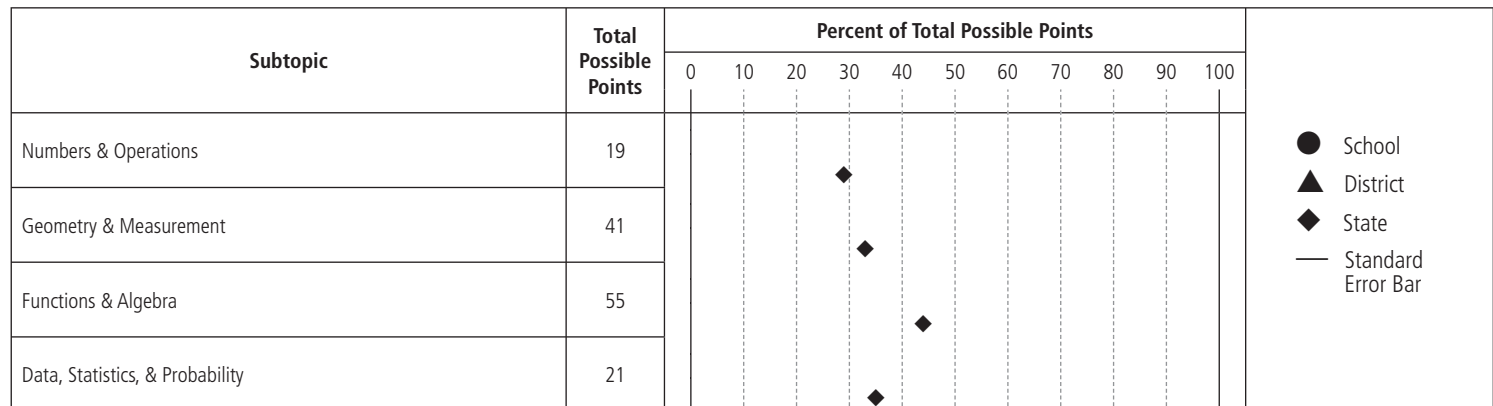
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total													
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total													
STATE 2008-09 2009-10 2010-11 Cumulative Total	16,366 15,794 15,689 47,849	157 176 232 565	535 431 433 1,399	15,674 15,187 15,024 45,885	243 355 406 1,004	2 2 3 2	4,758 4,771 4,884 14,413	30 31 33 31	4,708 4,357 4,356 13,421	30 29 29 29	5,965 5,704 5,378 17,047	38 38 36 37	1135 1136 1136 1136





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15,689	232	433	15,024	406	3	4,884	33	4,356	29	5,378	36	1136												
Gender																									
Male	8,002	129	267	7,606	254	3	2,626	35	2,023	27	2,703	36	1136												
Female	7,687	103	166	7,418	152	2	2,258	30	2,333	31	2,675	36	1136												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	470	5	18	447	8	2	70	16	99	22	270	60	1131												
Not Hispanic or Latino																									
American Indian or Alaskan Native	50	1	3	46	1	2	12	26	10	22	23	50	1134												
Asian	367	3	8	356	30	8	158	44	84	24	84	24	1139												
Black or African American	273	4	10	259	0	0	37	14	62	24	160	62	1129												
Native Hawaiian or Pacific Islander	9	0	1	8																					
White	14,399	217	392	13,790	366	3	4,574	33	4,061	29	4,789	35	1136												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	121	2	1	118	1	1	32	27	38	32	47	40	1134												
LEP Status																									
Current LEP student	222	2	7	213	0	0	21	10	28	13	164	77	1125												
Former LEP student - monitoring year 1	28	0	1	27	0	0	2	7	11	41	14	52	1132												
Former LEP student - monitoring year 2	21	0	1	20	0	0	5	25	4	20	11	55	1135												
All Other Students	15,418	230	424	14,764	406	3	4,856	33	4,313	29	5,189	35	1136												
IEP																									
Students with an IEP	2,429	140	147	2,142	5	<1	113	5	288	13	1,736	81	1125												
All Other Students	13,260	92	286	12,882	401	3	4,771	37	4,068	32	3,642	28	1138												
SES																									
Economically Disadvantaged Students	2,821	60	129	2,632	10	<1	423	16	701	27	1,498	57	1131												
All Other Students	12,868	172	304	12,392	396	3	4,461	36	3,655	29	3,880	31	1137												
Migrant																									
Migrant Students	1	0	0	1																					
All Other Students	15,688	232	433	15,023	406	3	4,884	33	4,355	29	5,378	36	1136												
Title I																									
Students Receiving Title I Services	82	1	3	78	1	1	5	6	14	18	58	74	1129												
All Other Students	15,607	231	430	14,946	405	3	4,879	33	4,342	29	5,320	36	1136												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

State: New Hampshire

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total													
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total													
STATE 2008-09 2009-10 2010-11 Cumulative Total	16,366 15,794 15,689 47,849	161 190 241 592	562 437 473 1,472	15,643 15,167 14,975 45,785	500 1,059 125 1,684	3 7 1 4	5,675 6,524 6,638 18,837	36 43 44 41	7,805 6,380 7,138 21,323	50 42 48 47	1,663 1,204 1,074 3,941	11 8 7 9	6.0 6.5 6.2 6.2

Types of Writing Reported in the Results Above	
2008-09	Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.
2009-10	Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
2010-11	Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

State: New Hampshire

Average Score Comparison by Type of Writing[§]

Type of Writing	Tested	School					District					State				
		Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)											14,975	6.2			
	2009-10											1,883	6.2			
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11											1,896	5.7			
	2009-10											1,872	5.8			
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11											1,900	5.7			
	2009-10											1,893	5.6			
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11											1,869	6.3			
	2009-10											1,883	6.2			
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11											1,863	6.2			
	2009-10											1,902	6.5			
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11											1,863	6.1			
	2009-10											1,913	6.2			

(C) This type of writing was administered to all students.

The ● shows this year's score and the black bar (————) shows the range where most students in this sample scored.

The ▲ shows last year's score and the gray bar (————) shows the range where most students in this sample scored.

§ The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.

The score of 7 represents the score required to be proficient.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

State: New Hampshire

Score Distribution						
Total Score	Score 1	Score 2	State			
			N	%	N	%
12	6	6	6	<1		
11	6	5	10	<1		
10	5	5	109	1		
9	5	4	435	3		
8	4	4	3,456	23		
7	4	3	2,747	18		
6	3	3	4,293	29		
5	3	2	1,306	9		
4	2	2	1,539	10		
3	2	1	386	3		
2	1	1	493	3		
0	0	0	195	1		

Scoring Rubric	
6	<ul style="list-style-type: none"> purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent details are relevant and mostly support purpose • well-constructed sentences; uses language well may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> writing has a general purpose • some sense of organization; may have lapses in coherence some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Writing Results

State: New Hampshire

REPORTING CATEGORIES	State																		
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%	
All Students	15,689	241	473	14,975	125	1	6,638	44	7,138	48	1,074	7	6.2						
Gender																			
Male	8,002	137	293	7,572	57	1	2,775	37	3,959	52	781	10	5.8						
Female	7,687	104	180	7,403	68	1	3,863	52	3,179	43	293	4	6.5						
Not Reported	0	0	0	0															
Race/Ethnicity																			
Hispanic or Latino	470	7	22	441	5	1	129	29	261	59	46	10	5.6						
Not Hispanic or Latino																			
American Indian or Alaskan Native	50	1	3	46	0	0	18	39	24	52	4	9	5.9						
Asian	367	9	12	346	9	3	176	51	143	41	18	5	6.5						
Black or African American	273	7	12	254	1	<1	84	33	131	52	38	15	5.5						
Native Hawaiian or Pacific Islander	9	2	1	6															
White	14,399	213	422	13,764	109	1	6,177	45	6,520	47	958	7	6.2						
Two or more races	0	0	0	0															
No Race/Ethnicity Reported	121	2	1	118	1	1	54	46	54	46	9	8	6.1						
LEP Status																			
Current LEP student	222	16	11	195	0	0	26	13	122	63	47	24	4.5						
Former LEP student - monitoring year 1	28	0	1	27	1	4	7	26	18	67	1	4	6.0						
Former LEP student - monitoring year 2	21	0	0	21	0	0	8	38	11	52	2	10	6.1						
All Other Students	15,418	225	461	14,732	124	1	6,597	45	6,987	47	1,024	7	6.2						
IEP																			
Students with an IEP	2,429	138	162	2,129	1	<1	244	11	1,377	65	507	24	4.6						
All Other Students	13,260	103	311	12,846	124	1	6,394	50	5,761	45	567	4	6.5						
SES																			
Economically Disadvantaged Students	2,821	59	135	2,627	12	<1	721	27	1,543	59	351	13	5.5						
All Other Students	12,868	182	338	12,348	113	1	5,917	48	5,595	45	723	6	6.3						
Migrant																			
Migrant Students	1	0	0	1															
All Other Students	15,688	241	473	14,974	125	1	6,638	44	7,137	48	1,074	7	6.2						
Title I																			
Students Receiving Title I Services	109	1	2	106	0	0	19	18	72	68	15	14	5.3						
All Other Students	15,580	240	471	14,869	125	1	6,619	45	7,066	48	1,059	7	6.2						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.